

Child Development Education Pilot Program (Proviso 1.75)
SC Instructional Review (2006 – 2007)
Montessori
South Carolina Department of Education
Office of Early Childhood Education

CHILD DEVELOPMENT INSTRUCTIONAL REVIEW

The Staff of the Office of Early Childhood Education (OECE) will carry out both mid-year and end-of-year reviews of all providers of Child Development Education Pilot Program services to maintain program quality. National early childhood review panels have praised South Carolina's existing 4K programs. These programs have been overseen by the OECE and have met 8 of 10 research-based indicators of quality. This continued quality expectation is necessary in order for children to reap the benefits. OECE will review public Child Development classrooms. The review is designed to identify areas of program strengths and areas of need.

The Child Development Instructional Review criteria are based on the critical elements that guide the implementation of effective, developmentally appropriate 4K programs. The referenced documents in this review protocol include:

- SC Regulations for the 4-Year-Old-Kindergarten (4K) Programs
- South Carolina State Early Learning Standards
- South Carolina State K-12 Academic Standards
- The Eight Essential Elements of Effective Early Childhood Education
- Title 1 Serving Preschool Children Non-Regulatory Guidance
- 4 K Program Guidelines
- National Association for the Education of Young Children (NAEYC) Accreditation Standards
- SDE: Child Development Education Pilot Program Proviso 1.75

Instructional Review Process

Prior to initiating the review process, all Local Instructional Supervisors and Child Development Education Pilot Program (CDEPP) providers will participate in an attendance-required Instructional Review orientation presented by the Staff of the Office of Early Childhood Education (OECE). This Instructional Review includes the following two components:

The Child Development Classroom Review Checklist. This section focuses on **Curriculum** (Social and Emotional Development; Language and Literacy Development; Mathematical Thinking and Mathematics; Assessment and Environment). OECE staff will complete the Child Development Classroom Review Checklist for *each 4K class per site*. *All Child Development teachers should have a copy of and be familiar with the contents of the checklist prior to the actual observation.*

The Child Development Program Review Checklist. This section is focused on Family Involvement, Comprehensive Services, Transition and Continuity, Staff Qualifications, Professional Development, Group Size, Adult-Child Ratio, Leadership/Supervision, Program Administration, Physical Plant and Safety Requirements. The early childhood coordinator will complete one Child Development Program Review Checklist for *each site*. Please duplicate this checklist as needed.

After the orientation to the Child Development Education Pilot Program (Proviso 1.75), OECE staff will schedule a Mid-year visit for the *Child Development Instructional Review* with the Early Childhood Coordinator.

Overall Assessment,

At the conclusion of this review process, OECE staff will make an overall assessment of the Child Development Program. This overall assessment will determine if the Child Development Education Pilot Program (CDEPP) meets criteria, needs improvement or fails to meet adequate criteria for implementation.

**CLASSROOM REVIEW CHECKLIST
POINT SYSTEM**

Area of Focus	Number of Items	Number of Points Per Item	Maximum Total of Points
Curriculum	10	3	30
Social-Emotional Development	11	3	33
Language-Literacy Development	15	3	45
Mathematics	8	3	24
Assessment	9	3	27
Environment	48	2	96
Total Number of Items	101		255

**CLASSROOM REVIEW CHECKLIST
RATING SCALE**

Area of Focus	Total # of Points	Rating Scale
Curriculum, Social-Emotional Development, Language-Literacy and Mathematics (44 Items)	132	A checklist with: 120 to 132 points = Implemented 83 to 119 points = Needs Improvement 0 to 82 points = Not Implemented
Assessment (9 Items)	27	A checklist with: 24 to 27 points= Implemented 19 to 23=Needs Improvement 0 to 18 points= Not Implemented
Environment (48 Items)	96	A checklist with: 80 to 96 points = Implemented 58 to 79 points = Needs Improvement 0 to 57 points = Not implemented
Total	255	

Program **Review** Checklist

Area of Focus	Number of Items	Number of Points Per Item	Maximum Total of Points
Family Involvement	9	2	18
Comprehensive Services	6	3	18
Transition and Continuity	4	2	8
Staff Qualifications and Professional Development	11	3	33
Group Size: Adult-Child Ratio	1	2	2
Leadership/Supervision	7	3 with one item at 2	20
Program Administration	9	2 with one item at 4	20
Physical Plant and Safety Requirements	6	1	6
Total Number of Points	53		127

Public Schools Rating Scale Program Review Checklist

Rating Scale
A Checklist with: 110 to 127 points = Implemented 89 to 109 points = Needs Improvement 0 to 88 points = Not Implemented

After the midyear on-site review the Principal and/or the Early Childhood Coordinator should meet with a member of the OECE team to discuss the outcomes of the review and possible next steps. The content of the review and the outcome of the discussion should be shared with the local school superintendent, and the teacher. *(See Child Development Classroom Instructional Review form)*

In the event that a program has outstanding instructional and/or fiscal concerns, a **Corrective Action Plan** is required. The Corrective Action Plan must specify the areas that require correction and the date when the action is to be completed. The document must be signed by all participants. Similar to the instructional and fiscal reviews, the Corrective Action Plan and its results are to be shared with all stakeholders. A Corrective Action Plan format is attached.

Child Development Education Pilot Program (Proviso 1.75)
INSTRUCTIONAL AND FISCAL REVIEW
CORRECTIVE ACTION PLAN

REGION: _____

Child Development Program Site: _____

Instructional Corrective Action Plan:

Fiscal Corrective Action Plan:

**Instructional Corrective
Action Plan Written By:** _____
Signature/Title and Date

**Fiscal Corrective
Action Plan Written By:** _____
Signature/Title and Date

**Child Development
Director/Principal:** _____
Signature/Title and Date

Essential Elements of an Effective Early Childhood Program

CURRICULUM

The integrated Child Development curriculum enables children to reach a deeper understanding of a subject when they can make connections across several disciplines. Curriculum content evolves from the observations of children's interests, questions children ask, or shared experiences within the natural environment. Child Development learning experiences include a variety of concrete activities presented in meaningful contexts. These experiences are integrated across content areas and are augmented with a variety of multicultural and nonsexist activities and materials that are adapted to meet the special needs of individual children. The curriculum goal is to emphasize the importance of developing the whole child, in all learning domains, including social, emotional, creative expression/aesthetic, physical and cognitive development. The focus of the Child Development Program instructional strategies is targeted to five areas of development: *social-emotional development, language and literacy development, physical development, learning approaches, and mathematics.*

ASSESSMENT

Assessment occurs within the context of everyday experiences. Appropriate assessment begins in the home. Family members share observations as the child moves from home to the preschool. Assessment continues as teachers and other staff members observe and record behaviors throughout the day. These systematically collected observations inform instructional practices which provide the foundation for meaningful parent-teacher conferences, documenting the child's progress. Research-based assessment tools which measure children's progress must be utilized.

ENVIRONMENT

The environment must be physically safe, socially enhancing, emotionally nurturing and intellectually stimulating. This carefully designed setting promotes self-selection by Prekindergarten children from a wide array of age appropriate equipment and materials. Both the classroom and the playground invite children to engage in active learning whereby they construct their own knowledge through interaction with adults, other children and materials. The equipment and materials that support this learning are easily adapted to the diverse interests, needs and abilities of the children. Children and adults with special needs have easy access to the indoor and outdoor spaces and the materials.

FAMILY INVOLVEMENT

Family members play a critical role in supporting growth and development of their children. In early childhood programs, families are viewed as partners in the planning, implementation and evaluation of the program. The family involvement activities include, but are not limited to, family literacy services, interactive literacy services, parent meetings, classroom participation, training sessions, parent-teacher conferences, weekly communication with families and informal gatherings. To promote and maintain meaningful family involvement experiences, materials are written in the primary language of the families, and translators are provided for family members who speak languages other than English.

COMPREHENSIVE SERVICES

Comprehensive services are an integral part of effective early childhood programs. These services are designed to build upon the strengths and alleviate the needs of young children and their families. Comprehensive services include health services, physical examinations and primary prevention, nutrition services, family literacy, social services and counseling. In addition, comprehensive services are available in the primary language of the families.

TRANSITION AND CONTINUITY

There must be continuity from home to preschool and through the early elementary grades through shared goals, philosophy and expectations. This shared vision would include children, families and staff. Any special needs of children should be provided within the early childhood setting to reduce the fragmentation of services and facilitate inclusion. Furthermore, it is critical that all Child Development Education providers ensure curriculum continuity through the implementation of a strategic plan that promotes articulation between the community-based organizations and the feeder elementary schools and within the respective school communities.

STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

The critical relationship between staff experience, high quality training and the effectiveness of a program is well-documented. Staff, teachers and administrators must all have in-depth knowledge of child development and how young children learn. Teachers in child development programs (in Public schools) must be certified as teachers for service in the early childhood grades. In addition to the certification requirement, all staff members must have ongoing professional development opportunities to increase their understanding of all children, their diverse social, emotional and academic needs, the Good Start Grow Smart Learning Standards and the South Carolina Academic Standards.

GROUP SIZE: ADULT-CHILD RATIO

To ensure that programming is individualized and appropriate for their age, there should be two adults available for maximum group of 20 children, with a teacher and a paraprofessional working together.

LEADERSHIP/SUPERVISION

The leader/supervisor must be able to articulate the philosophy of the program to parents, staff and the community. The leader/supervisor must serve as a source of support for staff and families by facilitating ongoing opportunities for learning and development. The leader/supervisor must also assess program quality, institute measures of accountability and strengthen instructional practices.

PROGRAM ADMINISTRATION

Program administration must focus on continual communication and dissemination of information, outreach, recruitment and enrollment, classroom development, school calendar, length of day requirements and use of technology and internet access to support program administration.

PHYSICAL PLANT AND SAFETY REQUIREMENTS

All Child Development programs must be in compliance with the Department of Social Services Child Day Care Licensing Codes.

CHILD DEVELOPMENT CLASSROOM REVIEW CHECKLIST

Region:_____ **Site:**_____

Mid-Year Review Date:_____ **End-of-Year Review Date:** _____

Reviewer(s): _____

Teacher(s): _____

Classroom: _____

Teacher Assistant(s)/Teacher Aide(s):

Please indicate with a check mark the area that best describes the level of implementation.

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Curriculum (30 points)*</u>						
Curriculum is child-centered and age-appropriate (3 points) Comments:						
Curriculum meets the individual needs of children. (3 points) Comments:						
Classroom reflects developmentally appropriate practice. (3 points) Comments:						
Teachers respect play as an appropriate way of learning. (3 points) Comments:						
Children have an opportunity to make choices. (3 points) Comments:						
Teachers facilitate the children's use of learning centers. (3 points) Comments:						
Teachers use instructional strategies to promote interaction with other children and to expose children to a variety of materials. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Curriculum (30 points)*</u>						
Teachers use activities that promote concrete experiential learning with an emphasis on process rather than project completion and pattern duplication. (3 points) Comments:						
Teachers use inquiry-projects to develop curriculum based on children's interest. (3 points) Comments:						
The classroom reflects instructional practices that promote language acquisition and early literacy for children who are English language learners. (3 points) Comments:						
<u>Social and Emotional Development (33 points)</u>						
Instructional practices provide opportunities for children to increase their self-image. (3 points) Comments:						
Instructional practices promote children's self confidence and positive self-image. (3 points) Comments:						
Teacher acknowledges children's special talents and interests. (3 points) Comments:						
Instructional practices describe the children's behaviors in positive terms. (3 points) Comments:						
Instructional practices encourage children to help each other. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Curriculum (30 points)*</u>						
Teacher helps children use words to describe their feelings. (3 points) Comments:						
Teacher acknowledges children's feelings and provides support. (3 points) Comments:						
Teacher helps children use words to describe and solve problems. (3 points) Comments:						
Children's literature (classroom library collection) is utilized to promote social and emotional development. (3 points) Comments:						
Instructional practices provide opportunities for children to demonstrate initiative, cooperation, curiosity and creativity in chosen learning activities. (3 points) Comments:						
Children engage in social relationships and develop attachments to peers, to classroom adults and to the larger community. (3 points) Comments:						

CHILD DEVELOPMENT CLASSROOM REVIEW CHECKLIST

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Language and Literacy Development (45 points)</u>						
Language development is fostered through meaningful, purposeful conversation that encourages children to use oral language. (3 points) Comments:						
There are many opportunities for small group and whole group discussions on a variety of topics. (3 points) Comments:						
There are a variety of developmentally appropriate instructional practices used to help children recognize letter and sound relationships. (3 points) Comments:						
The classroom program offers multiple opportunities for listening, speaking, reading and writing. (3 points) Comments:						
Reading is used to obtain meaning from print. (3 points) Comments:						
There are frequent opportunities to read. (3 points) Comments:						
The instructional program promotes family literacy experiences. (3 points) Comments:						
The lending library is established for children and available for use by families. (3 points) Comments:						

CHILD DEVELOPMENT CLASSROOM REVIEW CHECKLIST

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Language and Literacy Development (45 points)</u>						
The classroom program provides opportunities for children to sing or respond to predictable or rhyming books. (3 points) Comments:						
The teacher facilitates vocabulary knowledge by explaining, defining and showing what a word means. (3 points) Comments:						
The teacher supports meaningful storytelling connections through the use of visuals, pictures and/or props to highlight critical elements of the story. (3 points) Comments:						
The teacher frequently uses concrete objects, as well as first hand experiences to build a supportive language environment. (3 points) Comments:						
Throughout the day, there are small group book readings where information and conversational exchanges can be tailored to individual children. (3 points) Comments:						
Through telling stories and other activities, the teacher promotes extended conversations with English language learners. (3 points) Comments:						
Non-English language books are included in the classroom library. (3 points) Comments:						

CHILD DEVELOPMENT CLASSROOM REVIEW CHECKLIST

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Language and Literacy Development (45 points)</u>						
<u>Mathematical Thinking and Mathematics (24 points)</u>						
Counting objects, measuring materials, comparing quantities, recognizing shapes are formally integrated throughout the daily classroom program. (3 points) Comments:						
The teacher intentionally and systematically incorporates mathematics into the informal daily program routines. (3 points) Comments:						
The teacher provides multiple opportunities for children to use appropriate mathematical language and vocabulary such as big, little, more, short, long, etc. during class discussions and conversations. (3 points) Comments:						
The teacher provides multiple experiences with math related literature such as: <i>Make Way for Ducklings</i> by Robert McCloskey; <i>Inch by Inch</i> by Leo Lionni; <i>The Doorbell Rang</i> by Pat Hutchins; <i>Fish Eyes: A Book You Can Count On</i> by Lois Ehlert; <i>Lunch</i> by Denise Fleming; and <i>Counting Crocodiles</i> by Judy Sierra. (3 points) Comments:						
Children are allowed time to discuss their mathematical experiences. (3 points) Comments:						
The teacher conducts activities that extend math/number learning, such as charts and graphs, based on the shared experiences of the children. (3 points) Comments:						

CHILD DEVELOPMENT CLASSROOM REVIEW CHECKLIST

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Language and Literacy Development (45 points)</u>						
There are many developmentally appropriate math/number materials available throughout the classroom. (3 points) Comments:						
Children are allowed to use concrete objects to explore mathematical concepts. (3 points) Comments:						

Total Points: Curriculum, Social and Emotional Development, Language and Literacy Development, Mathematical Thinking and Mathematics_____.

***This curriculum review will be used in addition to the following curriculum assessments: High Scope PQA, Creative Curriculum Implementation Checklist and South Carolina Montessori Assessment Tool.**

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
ASSESSMENT (27 points)						
There is evidence of ongoing observation and assessment to determine student abilities, interests, and growth that benchmark their progress. (3 points) Comments:						
There is evidence that a research-based assessment tool is used to determine children's social-emotional development, language and literacy development and mathematics skills. (3 points) Comments:						
There is documentation of the child's dominant language. (3 points) Comments:						
There is evidence that observation results inform the teacher's instruction. (3 points) Comments:						
There is evidence of teacher conferencing with children and parents. (3 points) Comments:						
There is evidence of collections of students' work that contain standards-based materials. (3 points) Comments:						
There is evidence of teacher's use of checklists. (3 points) Comments:						
There is evidence of a clearly understood assessment methodology used to determined developmental baseline and progress of children in the class. (3 points) Comments:						
There is documentation of the child's transition from a language other than English to English. (3 points) Comments:						

Total Points: Assessment _____

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
ENVIRONMENT (96 points) Room Arrangement						
The arrangement of the room is child-centered and functional. (2 points) Comments:						
Classroom environment allows children to move about freely. (2 points) Comments:						
The room is divided into clearly defined learning centers. Practical Life, Science, Language Arts, Sensorial, Math, Geography (2 points) Comments:						
Learning centers are well equipped with sufficient Montessori materials. (2 points) Comments:						
Learning center materials are reflective of children's cultural background. (2 points) Comments:						
Learning center materials are varied and arranged so that children can use them independently. (2 points) Comments:						
There is an area set aside where an individual child or a small group of children can engage in quiet activity. (2 points) Comments:						
There is a private space for each child's possessions. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
ENVIRONMENT (96 points)						
<u>Room Arrangement</u>						
Children's current work is displayed at the children's eye level. (2 points) Comments:						
Children are provided a mat, rug or tablemat for individual work. (2 points) Comments:						
An elliptical rug is available for whole group meetings in the classroom. (2 points) Comments:						
<u>Daily Schedule/ Program Structure</u>						
The daily schedule allows for 2 ½ to 3 hours of uninterrupted work time. (2 points) Comments:						
The daily schedule allows for a balance of individual and small group activities. (2 points) Comments:						
The daily schedule allows for a balance of indoor and outdoor gross motor activities. (2 points) Comments:						
Menus are posted and/or distributed to parents and are translated as needed. (2 points) Comments:						
<u>Learning Centers</u>						
Children are free to select materials after teacher or peer has given the "lesson". (2 points) Comments:						
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
ENVIRONMENT (96 points) Room Arrangement						
<u>Creative Arts</u> Creative Arts area has an easel, crayons, paper, paints, clay, collage materials and varied craft experiences. (2 points) Comments:						
Creative art materials consists of drawing materials, paints, tools, three dimensional materials (2) Comments:						
<u>Practical Life</u> Practical life lessons available for care of self and the environment. (2 points) Comments:						
<u>Sensorial</u> Specific Sensorial material available. Pink Tower, Brown Stairs, Knobbed Cylinders, Knob-less Cylinders, Sound Cylinders, Red Rods. (2 points)						
<u>Geography/Physical</u> Globes puzzle maps and landforms are available for use for a substantial portion of the day. (2 points) Comments:						
<u>Geography /Cultural</u> Flags, books and other items from other cultures are available for a substantial portion of the day. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Literacy-Based</u>						
Literacy area has age appropriate materials that support children's current interests. (2 points) Comments:						
Tables, rug, throw pillows, rocking chair, beanbag chair, stuffed animals are arranged in this area. (2 points) Comments:						
The literacy area has bookshelves for storing books with covers facing outward. (2 points) Comments:						
The literacy area includes the following equipment such as a record player, ear phones, CD player, tape recorder, typewriter and/or computer. (2 points) Comments:						
The literacy area has a felt board, felt materials, puppets and story characters with related books. (2 points) Comments:						
The literacy area has five to six books per child and multiple copies of the same book. (2 points) Comments:						
The literacy area has a collection of children's books that include non-fiction, poetry, nursery rhymes, fairy tales and folk tale and support social emotional development. (2 points) Comments:						
Developmentally appropriate computer software is available. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Literacy-Based</u>						
Books, records, tapes, and compact disks reflect different cultural groups and languages. (2 points) Comments:						
Text, pictures and photographs found in books and posters are free of cultural, racial, sexual bias and frightening content. (2 points) Comments:						
There is a variety of writing tools such as pencils, crayons, magic markers, unlined paper, drawing paper and the children's name cards. (2 points) Comments:						
Movable alphabet is available. (2 points) Comments:						
Sandpaper letters are available. (2 points) Comments:						
Object and letter matching available. (2 points) Comments:						
Alphabet puzzles are available. (2 points) Comments:						
Pre-reading material available. Matching, Sequencing activities Comments:						
<u>Manipulatives and Mathematics</u>						
Manipulatives and Mathematics area has a variety of manipulative materials such as number rods, sandpaper numbers, spindle box, cards and counters, bead cabinet, golden beads. (2 points) Comments:						
The Mathematics area promotes engaging mathematical activities to develop children's awareness of concepts such as numbers, patterns and geometrical shapes. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Literacy-Based</u>						
The Mathematics center is arranged to promote individual and partner work. (2 points) Comments:						
Mathematics area is clearly defined and accessible to students. (2 points) Comments:						
<u>Science and Nature</u>						
The Science and Nature area has an assortment of materials from at least 3 different categories: natural items, living things, resource materials and nature activities. (2 points) Comments:						
Science activity is done on at least a weekly basis. (2 points) Comments:						
The Science area includes the Botany cabinet and zoology puzzles. (2 points) Comments:						
<u>Music</u>						
The Bells are available for children to play as well as an assortment of rhythm instruments and multicultural records, tapes and props for movement (2 points) Comments:						
<u>Sand and Water</u>						
Sand and water play is available in the Practical Life area as well as the Science area and is accessible and available for daily use. (2 points) Comments:						

Total Points: Environment _____

CLASSROOM REVIEW CHECKLIST**RATING SCALE**

Area of Focus	Total # of Points	Total # of Points Mid-Year	Total # of Points End-of-Year	Rating Scale
Curriculum, Social-Emotional Development, Language-Literacy and Mathematics (44 Items)	132			A checklist with: 120 to 132 points = Implemented 83 to 119 points = Needs Improvement 0 to 82 points = Not Implemented
Assessment (9 Items)	27			A checklist with: 24 to 27 points= Implemented 19 to 23=Needs Improvement 0 to 18 points= Not Implemented
Environment (48 Items)	96			A checklist with: 80 to 96 points = Implemented 58 to 79 points = Needs Improvement 0 to 57 points = Not implemented
Total	255			

Comments:

CHILD DEVELOPMENT PROGRAM REVIEW CHECKLIST

Region: _____ **Site:** _____
Mid-Year Review Date: _____ **End-of-Year Review Date:** _____

Reviewer(s): _____

Principal: _____

Please indicate with a check mark the area that best describes the level of implementation.

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Family Involvement (18 points)</u>						
All staff members will work together to recruit families most in need of services into the Family Literacy Program. (2 points) Comments:						
All staff members work together to strengthen and increase family involvement activities. (2 points) Comments:						
Procedures are in place to actively involve each child's family. (2 points) Comments:						
Activities are planned to meet the needs, interests and cultural lifestyles of families. (2 point) Comments:						
Activities are flexible to meet the needs of families by scheduling events at various times, days and locations. (2 points) Comments:						
Written materials are available in the primary language of the families (2 points) Comments:						
Translators are provided for family members who speak languages other than English. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Family Involvement (18 points)</u>						
There is weekly communication with families. (2 points) Comments:						
There is an established and active Early Childhood Committee that includes representation from district staff, parents and the community. (2 points) Comments:						
<u>Comprehensive Services (18 points)</u>						
Family Literacy staff provides ongoing comprehensive services including referrals to other agencies as needed. (3 points) Comments:						
Family Literacy and early childhood staff work together to provide workshops that address the comprehensive needs of families. (3 points) Comments:						
Family Literacy staff works with the school team such as the parent coordinator, family assistant, teacher, and early childhood instructional specialist to provide workshops that address the comprehensive needs of families. (3 points) Comments:						
Support services provided include counseling, health referrals and social services referrals related to housing and food stamps. (3 points) Comments:						
Support services are available in the child's home language and in English. (3 points) Comments:						
The leader/supervisor participates on a Local Early Childhood Committee to promote collaboration of existing services. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
<u>Family Involvement (18 points)</u>						
<u>Transition and Continuity (8 points)</u> An Open House/orientation meeting is implemented for families to visit the classrooms and meet the staff. (2 points) Comments:						
During orientation and parent involvement meetings, appropriate written materials and translators are provided for family members who speak languages other than English. (2 points) Comments:						
There are joint in-service workshops for 4 K kindergarten and kindergarten staff. (2 points) Comments:						
All participating 4K programs use the Montessori Method and Curriculum. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)						
<u>Teacher Qualifications</u> Teachers are early childhood certified or meet exemptions as stated in Proviso 1.75 (3 points) Comments:						
Teachers who provide instruction to students whose IEP requires 4K programming will have additional training. (3 points) Comments:						
<u>Paraprofessional Qualifications</u> Teacher assistants hold at least a high school diploma; an AA degree in Early Childhood Education is preferred. (3 points) Comments:						
Teaching Assistants have ECD 101 or are enrolled (3 points) Comments:						
<u>Staff Evaluations</u> Staff members are evaluated annually. (3 points) Comments:						
Copies of evaluations are on file at the site. (3 points) Comments:						
<u>Professional Development</u> All personnel providing instruction and classroom support to students will participate annually in a minimum of 15 hours of Professional Development to include teaching children from poverty and instruction and strategies that address age appropriate emergent literacy. Staff development plan is on file. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points) Professional development activities are focused on understanding how children grow and develop, the South Carolina Early Learning Standards and the South Carolina 4 K Academic Standards. Staff development plan is on file (3 points) Comments:						
There are joint professional development sessions for public school and community based administrators, teachers and assistants. (3 points) Comments:						
Program goals and objectives are regularly reviewed and are familiar to teachers, directors and principals. (3 points) Comments:						
Substitutes are provided to support the professional development needs of 4 K teachers. (3 points) Comments:						
<u>Group Size and Ratio (2 points)</u> One teacher and one paraprofessional for classes up to 20 or 1 Lead teacher to 10 children.(2 points) Comments:						
<u>Leadership and Supervision(20 points)</u> The program leader/supervisor articulates the philosophy of the program to parents, staff and community, and serves as a source of support for staff and families by facilitating ongoing opportunities for learning and development. (3 points) Comments:						
The program leader/supervisor implements measures of accountability to strengthen instructional practices that are aligned with the feeder schools. (3 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)						
The program leader/supervisor is appropriately credentialed. (2 points) Comments:						
The program leader/supervisor appropriately monitors and supervised staff. (3 points) Comments:						
The program leader/supervisor serves a liaison between staff, community and parents. (3 points) Comments:						
The program leader/supervisor facilitates ongoing staff development, which will enable staff members to fulfill their potential. (3 points) Comments:						
The program leader/supervisor implements appropriate measures of accountability to strengthen instructional practices. (3 points) Comments:						
<u>Program Administration (20 points)</u> Number of 4 K kindergarten Program • Number of Half-Day classes: _____ # of Children _____ • Number of Full-Day classes: _____ # of children _____ (2 points) Comments:						
Number of children in classroom meets Proviso 1.75 requirements. (2 points) Comments:						
Integration of preschool children with disabilities is aligned with district special education program. (2 points) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
Families are not charged a fee for instructional program. (2 points) Comments:						
Extended day services: Clear disclosure of fee schedules/rates for non-Child Development services is provided for families, staff and the community. (2 points) Comments:						
Program uses SASI for data collection and internet for communication with the Department of Education. (4 points) Comments:						
Program adheres to state recruitment and enrollment policies. (2 points) Comments:						
<u>School Calendar/Length of Day Requirements</u> At least 15 hours of professional development is provided for each teaching staff. (2 points) Comments:						
4 K sessions are at least 6.5 hours long for 180 days. (2 points) Comments:						
<u>Physical Plant and Safety Requirements (9 Points)</u> Space provides at least 35 square feet per child (excluding equipment, bathrooms, storage). (1 point) Comments:						
Space is cleaned daily and regularly maintained. (1 point) Comments:						

Quality Indicators	Implemented		Needs Improvement		Not Implemented	
STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT (33 points)	Mid-Year	End-of-Year	Mid-Year	End-of-Year	Mid-Year	End-of-Year
Outdoor play area provides at least 75 square feet per child. (1 point) Comments:						
The bathroom is immediately accessible, barrier free and accommodations are child-sized. (1 point) Comments:						
Fire drills are held in accordance with state and local regulations. (1 point) Comments:						
Safety Plan is on file. (1 point) Comments:						

Please attach supporting documentation.

The completed Child Development Instructional Review Record Form is to be attached to this signature page.

Signature of the Reviewer(s): _____ **Date:** _____

Date: _____

Signature of the Director: _____

Date: _____

Signature of the Principal: _____

Date: _____

Comments

**South Carolina Department of Education
Office of Programs
Office of Early Childhood Education**